There is sequential horizontal and vertical order for skill progression with or without equipment when considering the growth and development needs and interests of children ages 4-8.

Activities will be presented as perceptual motor program possibilities, however, no teacher should limit herself to the equipment or ideas presented. The success of any perceptual motor program depends on the creativity and interest that the teacher exhibits.

Activities with or without equipment should focus on the following objectives:

I. Gross Motor Skills - Body movements which help the child understand the interrelationship of both sides of his body and the combining of movements correlated with visual directions that affect balance and coordination.

II. Eye-hand Coordination - Coordination of the body and eye to mental tasks accomplishing efficient movement. This area aids the child in developing a positive self image, therefore, is crucial.

III. Form Perception - Skill in spatial relationships. Involves visual discrimination of figures, forms, sizes, shapes, distance and the ability of the child to recall and utilize these characteristics accurately.

IV. Ocular Pursuits - Control and accuracy of eye movements as they are related to learning tasks. Ocular pursuit is necessary as the child enters the formal reading program.

The program presented will be preventive and corrective in content, preventive in that all children need and should be given the opportunities to develop perceptual skills through movement. Corrective in that all children identified and diagnosed as having problems in Gross Motor Skill, Form Perception, Eye-hand Coordination and Ocular Pursuits should be given prescribed activities that might alleviate the diagnosed problem(s). It is imperative that the above problems be corrected before they manifest themselves in a learning disability.

Skill progression must be thought of in terms of sequence on a vertical plane as well as a horizontal plane. Each skill a child learns must lead to the next, a supposedly more complex or challenging skill. A child must walk before running or be able to balance before hopping for example.

Horizontal

Laterality and Directionality	Eye-Hand Coordination	Body Image	Spatial Orientation
To Balance .stand on one leg .other leg	Bouncing a Ball	Identify Parts Head, Nose, Knees, etc.	Move Without Touching Others
To Move .walk .run .jump .hop .leap .skip .gallop .slide	Hit a Moving Object Catch a Ball	Manipulate the Parts	Throw a Ball at an Object Walk on a Line or Beam

Vertical

The above chart is an example of sequential horizontal and vertical motor abilities for the early education child. The same idea can be taken further to encompass all elementary ages or grade levels from basic skills through low organized games and self-testing activities to lead up games to team sports.

In the following pages, sequential skill development will be presented with ideas for learning and teaching.

The information presented is by no means complete, but is designed to stimulate interest in perceptual motor-learnings and demonstrate activities in a sequential order that will enable the teacher to create activities for children, for growth and for learning.

SKILL PROGRESSION WITHOUT EQUIPMENT

Objectives

A. Identification of body parts
   .upper body
   .lower body
   .combination of body levels

B. Body image and body awareness
   .laterality
   .directionality
   .eye-hand coordination
   .spatial orientation

METHODS OF PRESENTATION

a. Visual cues
b. Verbal cues by teacher
c. Verbal cues by child himself or other child
d. Auditory cues (non-verbal) by teacher
e. Auditory cues (non-verbal) by child himself or other child

ACTIVITIES

A. Body awareness begins with the identification of body parts. Children must be able not only to identify each body part but have a kinesthetic understanding of how each part functions, by itself and in relation to other body parts.

A.1 Upper body identification
Touch or move head, eyes, mouth, nose, hair, neck, arms, face, teeth, shoulders, back, hands, fingers, wrists, etc.

A.2 Lower body identification
Touch or move stomach, legs, knees, feet, toes, ankles, hips, back side, etc.

A.3 Combination of body levels
Touch knee to nose, hand to foot, wrist to ankle, head to knee, elbow to stomach, etc.

B. Mirror Image Movements - Children are instructed to imitate the movements of a student leader or teacher. Leader creates patterns of movement to the rhythm and mood of the music using primarily slow and easy to follow arm movements. An alternate method of presenting this activity is to use partners with one student creating movement patterns and the other following. Perceptual-motor values include promoting visual-motor skills and laterality.

B.1 Work with large mirror, child facing mirror, teacher behind child also facing mirror.
Teacher moves a body part and child duplicates the movement.

B.2 Child faces teacher and mirrors movements by teacher or leader. (Paralleling)

B.3 Children work together paralleling each others movements.

NOTE: Movements should be performed sequentially from bilateral (both sides) to unilateral (oneside) to cross lateral movements.

C. Moving in a large and small space

Locomotor - moving from one place to another forward, backward, sideward, etc.

.walking
.running
.jumping
.hopping
.leaping
.skipping (walk-hop)
.galloping (run-walk)
.sliding (sideward gallop)

Non-locomotor - moving in place, rotating around an axis of the body.

.twisting
.turning
.bending
.stretching
.extending
.swinging
.swaying
.pushing
.pulling
.falling
.rising
.striking
.dodging

LOCOMOTOR

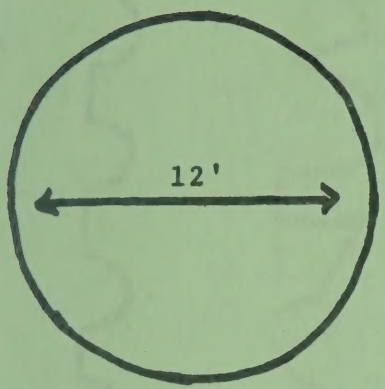
NOTE: Children are to move without touching others or move outside designated space. Movements must be directed in all directions.

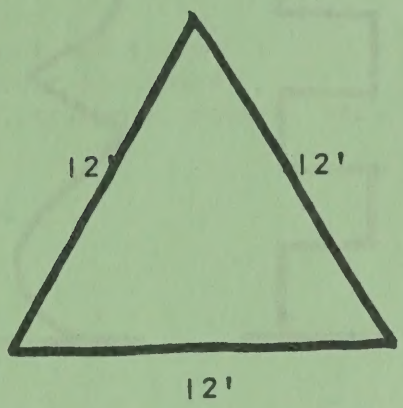
METHODS OF PRESENTATION (LOCOMOTOR)

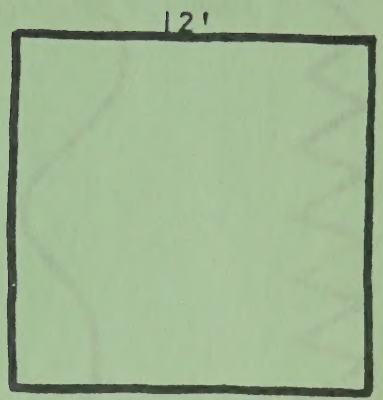
a. Verbal cues by teacher
b. Use of instruments for starting and stopping
c. Use of instruments to denote movement: tamborine to run, woodblock to walk, triangle to stop, etc.
d. Use music to denote movement
e. Imitate movements such as animals, planes, etc.

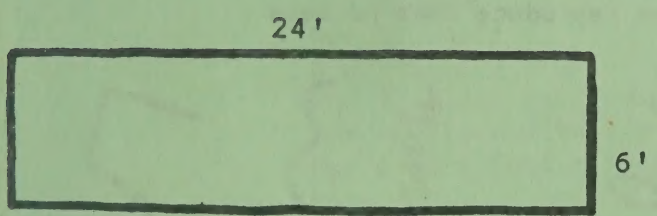
FLOOR PATTERNS FOR LOCOMOTOR MOVEMENT

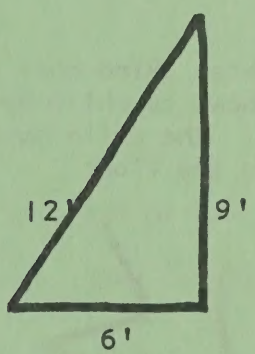
Free movement:

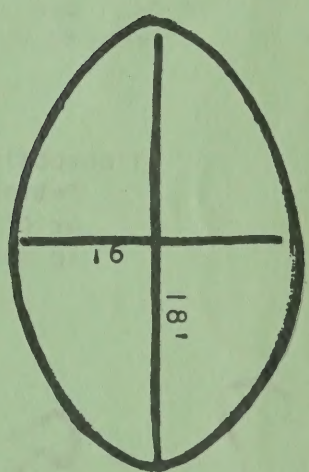










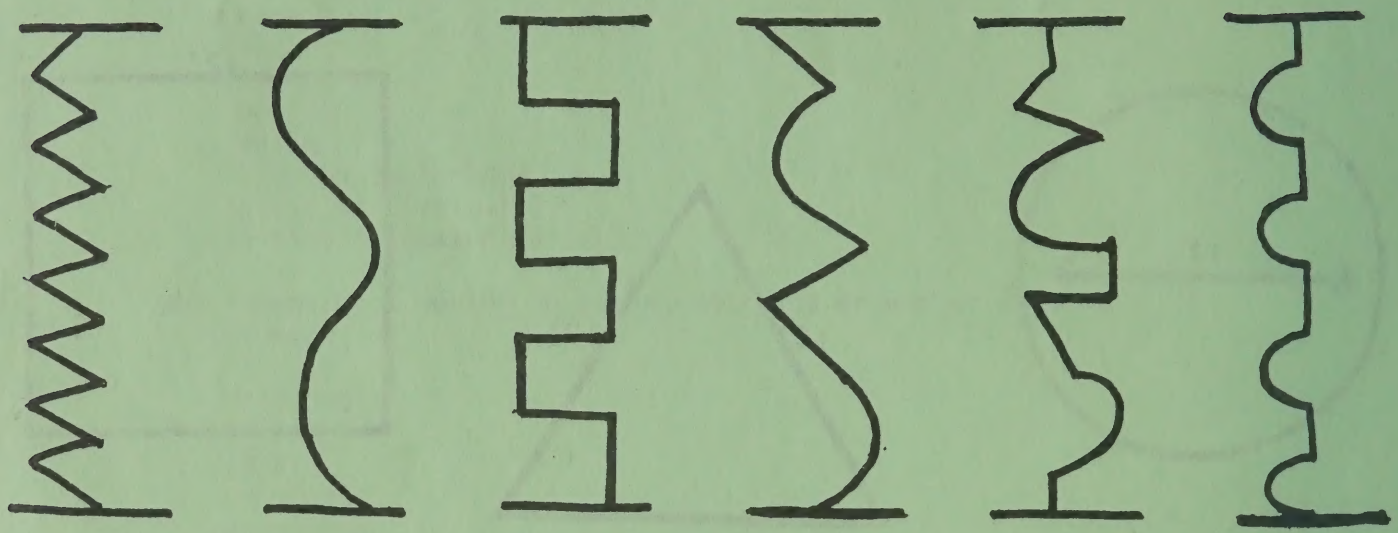


Shape can be made smaller or larger as desired to accommodate level and size of group.

Traffic cones or chairs can be substituted for tape or chalk if tape or chalk is not available or desired for floor.

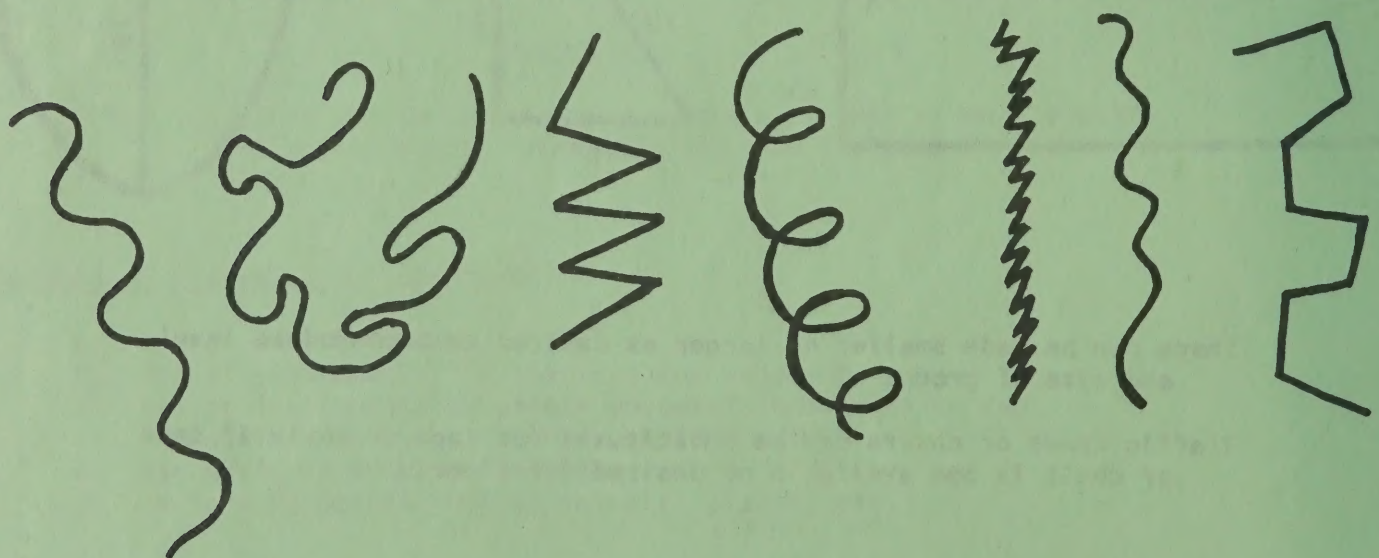
Patterned or prescribed movement: (Tape, paint or chalk)

finish



start

Transposing movements: (Mind-body perception)
Patterns are shown to child by chalkboard, transparency or other means. The child must then reproduce what he sees to movements on the floor.



The above sample can be put on transparencies, paper, charts or chalkboard.

SKILLS

Walking - Transference of weight from one foot to the other while moving in a forward or backward direction. In walking one foot must always be in contact with the floor. The arms swing in parallel fashion, that is right arm swings with movement of left leg followed by left arm right leg.

Activities:

Walk slowly about the space
Walk quickly about the space
Walk in circle, triangle, square, etc.
Walk backwards
Walk on heels
Walk on tiptoes
Walk lightly
Walk heavy
Walk sadly
Walk happy

Hopping - Taking off on one foot landing on same foot. Toes are last to leave floor and first to touch floor on downward movement.

Activities:

Hop in place
Hop forward
Hop backward
Hop sideward
Hop in place using rhythm 4/4, 3/4 or 2/4
Hop in place with 1/4 turns
Hop on one foot several times, then the other

Leaping - Taking off on one foot landing on the other foot. Toes of the take off are last to leave floor and toes of landing foot are the first to contact floor. The difference between run and leap is that during the leap there is a more sustained loss of contact with the floor as well as attainment of greater height and distance.

Activities:

Run forward then leap
Leap an imaginary stream, stream gets larger
Leap for height and distance
Change direction with each leap
Leap to phythm 4/4. 3/4 or 2/4

Jumping - Taking off on one or both feet landing on both feet.

Activities:

Jump in place
Jump with feet together
Jump with feet apart
Jump in different directions
Run and jump
Jump to rhythm 4/4, 3/4 or 2/4

Running - Movement with transfer of weight from one foot to another with momentary loss of contact with the floor by both feet.

Activities:

Run about space informally
Run with knees high
Run in zig zag pattern
Run backwards
Run on tip-toes
Run like animals

Skipping - A combination of a long step and a short hop in alternating fashion.

Activities:

Skip forward
Skip backward
Skip in a circle
Skip in place
Skip to rhythm
Skip with partner

Galloping - Moving in a forward or backward direction with the same foot always in front in a run walk fashion.

Activities:

Gallop with left foot leading
Gallop with right foot leading
Gallop and change leading feet
Gallop in a circle
Gallop backward
Gallop in different directions
Gallop to music

Sliding - A sideward gallop, same foot always leads.

Activities:

Slide in one direction
Reverse directions
Slide in a circle, square, etc.
Slide to music

NON-LOCOMOTOR

NOTE: Children are to experience movements at various levels (low, high, etc.) and work in their own space.

METHODS OF PRESENTATION (NON-LOCOMOTOR)

a. Verbal cues by teacher
b. Use of instruments to denote movement (bell means twist, triangle means turn, drum means bend, etc.)
c. Use music to denote movement
d. Visual cues (top, ball, tree in wind)
e. Imitation on command of items such as trees, plane landing, taking off, etc.

Axial movements:

Twisting - Rotating torso from side to side.
Turning - Rotating the entire body on its axis.
Bending - Flexing torso or body parts.
Stretching - Extending the body and body parts.
Swinging - Moving body or body parts in an arc or circle.
Swaying - Similar to swing but weight is based or supported from below.

Combination movements:

Pulling, pushing, striking, shaking, rising, falling, dodging.

SKILLS

Swinging and swaying

.Swing arms from side to side
.Swing arms in a circle
.Repeat above with legs

Bending and stretching

.Bend and stretch different parts of the body
.Bend and stretch to rhythm
.Bend and stretch slowly
.Bend and stretch quickly

Twisting and turning

.Turning and twisting 1/4 turn
.Turning and twisting to rhythm
.Imitate things that twist and turn

Combination movements

.Move to various rhythm
.Pantomine playing a game
.Pantomine a story
.Pantomine work experiences (chopping wood, etc.)

Once the child has developed an understanding of his physical self and has identified his body parts and has used them in various locomotor and non-locomotor experiences he should now be ready to move into activity utilizing small equipment.

PART II

SKILL PROGRESSION USING SMALL EQUIPMENT

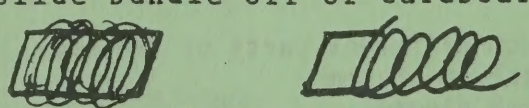
Like all areas dealing with learning, you must progress from the simple to the complex. In Part II, "Skill Progression Using Small Equipment", ideas will be presented in vertical as well as horizontal sequence. However, no idea will be carried out in its entirety. All ideas presented, therefore, will only serve to offer the teacher some activities and methods of utilizing small equipment.

YARNBALLS

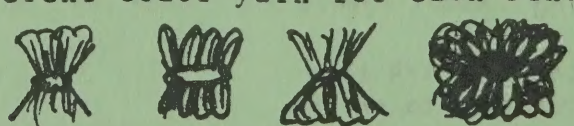
Have numerous uses for children. Yarnballs help eliminate fears when teaching throwing and catching skills. It does not hurt if it accidently strikes another child. The yarnball can be used within a regular classroom, and fits the small hands of the child ages 4-8. Yarnballs can be made or they can be purchased commercially.

STEPS TO MAKING A YARNBALL

1st . . . 24 wraps around a piece of cardboard 3 1/2" wide, then slide bundle off of cardboard.



2nd . . . tie bundle together in the middle tightly, and continue to wrap and tie tightly 5 times. Use different color yarn for each bundle.



3rd . . . repeat 1st step and 2nd --- now tie two bundles together. REPEAT until you have 4 bundles --

don't trim off the ends yet, throw it hard and see if it is heavy enough for your uses, now trim it. Experiment until you have what you want.

OBJECTIVES THAT COULD BE ATTAINED USING THE YARNBALL

a. Eye-hand coordination
b. Eye-foot coordination
c. Gross motor skills
d. Fine motor skills
e. Balance
f. Space and body awareness
g. Ocular pursuit
h. Throwing and catching skills

ACTIVITIES (begin by each child working in his own space before having them move)

A. Roll and throw the yarnballs

By and to yourself
To a partner
At a target
High level throwing
Low level throwing
Clapping, snapping fingers or stamping foot before catching
Use one hand to catch and throw
Use dominant hand
Use non-dominant hand
Hop, skip, jump, run, walk, leap, gallop etc. while throwing and catching

B. Kicking yarnball

To a partner
Around a prescribed course or obstacle by yourself
Soccer dribble
For distance
For accuracy

C. Hitting yarnball

By and to yourself
Two hands
One hand
To a partner

For distance
Play yarnball baseball

BEAN BAGS

Like yarnballs the bean bag is an inexpensive teaching tool which can be effectively used in the Physical Education program to re-inforce and/or learn skills and to enhance perceptual motor abilities.

Bean bags should be available in sufficient quantity in order for each child to have one to use. Large quantities of bean bags can be stored easily in a small box or bucket. Bean bags can be made or purchased commercially.

HOMEMADE BEAN BAGS

Material to make bean bags can be of any fabric that is strong and durable. Denim is recommended. However, most material will suffice. Cut material in two pieces 4" x 4" or one large piece that when folded will be 4" x 4". Stitch material securely, leaving one end open. Fill bean bag only half full with dried beans, rice or wooden pellets. Sew opening.

OBJECTIVES THAT COULD BE OBTAINED USING BEAN BAGS

a. Eye-hand coordination
b. Balance
c. Laterality
d. Ocular pursuit
e. Throwing and catching skills

ACTIVITIES

A. Walk in single circle formation with bean bag on head

Variations

Run slowly
Skip slowly
Hop with bean bag on head
Hop with bean bag on raised knee
Hop with bean bag on raised foot

B. Place bean bag to right of foot. At given signal, all jump over own bean bag sideways to right. Repeat - jumping to left.

Variations

Hop around bean bag on one foot
Change feet and direction

C. Place bean bag in right hand, raise left knee to front and pass bean bag from one hand to the other hand under raised knee.

Variations

Pass bean bag under right knee
Walk passing bean bag first under one knee then the other
Jump and pass bean bag under both knees while in the air
Lunge forward and pass bean bag under right knee with left hand
Lunge forward and pass bean bag under left knee with right hand

D. Throw bean bag upward (under-arm throw) and catch it without moving feet. Emphasis on control!

Variations

Catch with two hands
Catch with right hand
Catch with left hand
Alternate hands-throw with one hand and catch with the other.

E. Toss bean bag back and forth across body from hand to hand.

After success with simple toss, try eye tracking bean bag without moving head
Try keeping bean bag in "flat" position, and pass back and forth using small, quick exchanges.
Using a wider distance, toss bean bag across body with rhythmical swing from hand to hand.

F. Throw bean bag upward above head and jump to catch it at the highest possible point.

Can you clap two times and catch it?
How many times can you clap your hands before catching the bean bags?
Jump and catch bean bag.

G. Throw the bean bag upward and forward, then run forward and catch it.

H. Place the bean bag on your foot (or instep), then swing the bean bag upward from your foot and catch it. Try it on each foot.

I. Flip bean bag 1/2 turn and catch it.

Variations

Using two hands with palms up
Using right hand with palm up
Using left hand with palm up

J. Pass bean bag around the waist exchanging it from hand to hand behind the back and in front of the body. On a signal (whistle) change direction of the movement.

K. Rotate the bean bag around the head exchanging from hand to hand behind the neck and under the chin. Change direction on the whistle signal.

L. Pass the bean bag from hand to hand in a figure eight pattern in and out and around the legs at knee level. Stop movement on a whistle signal, and quickly change direction of the movement.

M. Place bean bag on head, standing with feet apart. Bend backwards so that bag falls off head. Now bend forward, reach between legs and pick up the bean bag. Quickly repeat entire pattern.

PARTNER ACTIVITIES

A. Throw and catch underhand in pairs

Throw overhand

B. Slide bean bag on floor to partner

C. Alternate tossing and sliding bean bag to partner

D. Bunny jump flick (hands on floor, push up position, lifting bean bag with feet) to partner.

E. In pairs - one holds bean bag at arms length and releases it at any time. Partner stands with one hand above bean bag and tries to catch it before it reaches the floor.

F. Back to back with partner (4" - 5" apart) toss and catch bean bag using trunk twisting movements first to one side then the other.

G. Astride in pairs facing each other, keeping feet still, twist trunk so that left hands meet forward and exchange bean bags. Then twist exchanging bean bags

with right hands.

Partners seated with legs extended and touching

H. Stand back to back - pass bean bag through legs and he returns bean bag overhead. Repeat exchanging directions and motions.

I. Throw and catch with a partner, alternating hands. Throw with one hand, catch with the other, etc.

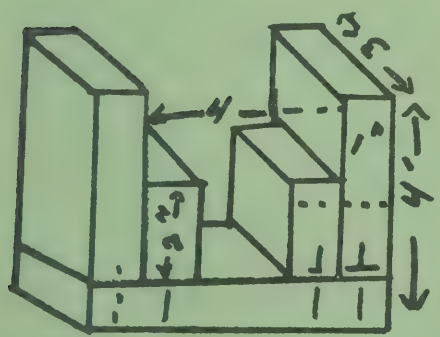
J. Toss and exchange bean bags in the air with your partner. Both throw at the same time.

K. Try to move around the available space with partner and exchange bean bags.

L. Partners engage in a bean bag grab contest by sitting and facing each other with bean bag placed on floor between them. Instructor calls out "right", "left" or "both". Partners must have hands on hips and respond with correct hand or hands. Object is to see which partner can grab the bean bag first using the designated hand or hands.

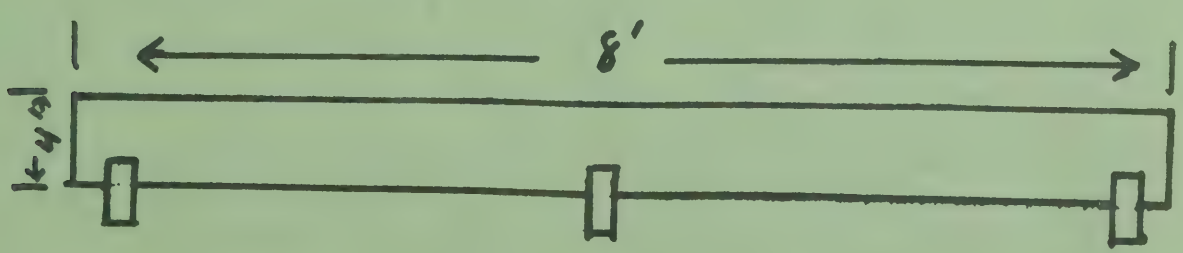
BALANCE BEAM (walking board)

Too many children do not participate in activities that involve balance. Years ago we could observe children walking railroad tracks and on tops of fences. Today, children do not display dynamic balance when it comes to maintaining equilibrium when the body is in motion. The Balance Beam can be an effective tool to help the child develop necessary balance skills. Balance Beam activities are a must in every program for children ages 4-8.



Simple Balance Beam Construction

Materials -- 8" long 2 x 4; two or three brackets.



OBJECTIVES THAT COULD BE ATTAINED USING BALANCE BEAM

a. Self confidence
b. Balance
c. Space and body awareness
d. Postural responses
e. Directionality

HINTS TO TEACHING BALANCE BEAM ACTIVITIES

a. Children should start on a chalk line, tape line or line on floor.
b. Place 4" beam surface directly on floor.
c. Progress to 4" beam off the floor no higher than 2" to 4"
d. Children will have a tendancy to rush. Aid the child to begin slowly or no benefit will be derived from the activity.
e. Do not assist child unless he is having difficulty or asks for help. Help by holding his hand. Withdraw help as soon as possible.
f. Progress from simple to complex skills. Walk forward, backward, then sideways for example.

NOTE: Safe attitudes toward the balance beam must begin early. The balance beam can be the cause of serious injury. Do not allow any running across beam or any fooling or horseplay on or off beam. Never have more than one person on a beam at one time.

Activities:

.Walk forward heel toe fashion
.Walk forward arms held sideward
.Walk forward with right foot always in front of left.
.Walk forward with hands on hips
.Walk backward on beam, arms held sideward
.With arms held sideward, walk to the middle, turn around and walk backward.
.Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
.Walk to center of beam, then turn and continue sideward right.
.Walk backward with left foot always in front of right
.Walk backward with right foot always in front of left.
.Walk forward and pick up a blackboard eraser from the middle of the beam.
.Place eraser at center of beam. Walk to center,place eraser on top of head and continue to end of beam.
.Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
.Walk the beam forward, arms held sideward, palms up, with an eraser on the palm of each hand.

.Walk the beam sideward, right, weight on balls of feet.
.Walk the beam sideward, left, weight on balls of feet.
.Walk forward to center, kneel on one knee, rise and continue to end of beam.
.Walk forward with eraser balanced on top of the head.
.Walk the beam backward, arms held sideward, palms up, with an eraser on the palm of each hand.
.Double leg squat
.Walk backward with eraser balanced on top of the head.
.Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
.Walk backward and step over the wand.
.Walk backward and pass under the wand.
.Walk the beam backward with hands clasped behind body.

BALANCE BEAM AND BALL ACTIVITY PROGRESSION

a. Walk forward holding ball in both hands at chest level.
b. Walk sideways holding ball at chest level in both hands.
c. Walk backwards holding ball at chest level in both hands.
d. Ditto 1-2-3 holding ball at different levels (eg. overhead, eye, chest, waist, knee and ankle levels)
e. Walk forward holding ball with both hands behind body at various levels, (eg. behind head, back and legs.)
f. Walking sideways holding ball behind body at different levels.
g. Walking backwards holding ball behind body at different levels.
h. Walk the beam forward, arms held sideward, palms up, with a ball in the palm of each hand.
i. Walk the beam sideways, arms held sideward, palms up, with a ball in the palm of each hand
j. Walk the beam backwards, arms held sideward, palms up, with a ball in the palm of each hand.
k. Walking forward full length of beam while freely throwing the ball in air and catching. Both hands.
l. Walking sideways full length of beam freely throwing the ball in air and catching. Both hands.
m. Walking backwards full length of beam freely throwing the ball in air and catching. Both hands.
n. Walking forward full length of beam while freely throwing the ball in air and catching. One hand.
o. Walking sideways full length of beam freely throwing the ball in air and catching. One hand.
p. Walking backwards full length of beam freely throwing the ball in air and catching. One hand.
q. Walking the beam full length forwards while throwing the ball from one hand to the other.
r. Walking the beam full length sideways while throwing the ball from one hand to the other.

s. Walking the beam full length backwards while throwing the fall from one hand to the other.

t. Walking the beam forwards, throwing the ball into the air clapping the hands. (specific number of times -1, 2, 3) before catching it.

u. Walking the beam sideways, throwing the ball into the air clapping the hands. (specific number of times -1, 2, 3) before catching it.

v. Walking the beam backwards, throwing the ball into the air clapping the hands. (specific number of times -1, 2, 3) before catching it.

w. Walking forward on the beam while passing the ball under and through the legs.

x. Walking backwards on the beam while passing the ball under and through the legs.

y. Walking forward full length of beam bouncing a ball on the floor. Right or left hand.

z. Walking sideways full length of beam bouncing a ball on the floor. Right or left hand. Ball is rolled back down beam to next student.

aa. Walking backwards full length of beam bouncing a ball on the floor. Right or left hand. Ball is rolled back down the beam to next student.

bb. Hop on right foot full length of beam while bouncing ball.

cc. Hop on left foot full length of beam while bouncing ball.

dd. Throwing the ball to a partner while walking forwards on the beam (various passes eg. under hand, over head, bounce, chest and baseball. Two beams are used placed parallel.)

ee. Throwing the ball to a partner while walking sideways on the beam (various passes eg. under hand, over head, bounce, chest and baseball. Two beams are used placed parallel.)

ff. Throwing the ball to a partner while walking backwards on the beam (various passes eg. under hand, over head, bounce, chest, and baseball. Two beams are used placed parallel.)

gg. Juggling with two small balls walking forward full length of beam. (plastic fun balls)

hh. Juggling with two small balls walking backwards full length of beam. (plastic fun balls)

ii. Juggling with two small balls walking sideways full length of beam. (plastic fun balls)

ROPES

Rope jumping is an activity which consists of skills simple enough for a 4, 5, and 6 year old and complex enough for older children. To the young child, pre-school or first grader, jumping over the rope at just the right instant is challanging. To the older child, continuous jumping and adding rhymes creates exciting challanges. Ropes can be made or purchased commercially. Use and explore the many possibilities of the world of ropes.

HOMEMADE ROPES

Use 12 gauge sash cord with a knot in each end to prevent unraveling. Ropes should be 7, 8, and 9 ' to accommodate all size children. Handles can be made in the wood shop with a lathe. Heavier cord is best for accurate swinging. Use 3/8" cord for long ropes.

OBJECTIVES THAT COULD BE ATTAINED USING ROPES

a. Agility
b. Coordination
c. Rhythm
d. Endurance
e. Space and body awareness

HINTS FOR TEACHING

a. At the start the teacher should start to turn rope.
b. Children should be taught to jump on the balls of the feet.
c. Children should jump straight up not just bend knees and lift feet.
d. Have children strive for low, not high jumps.

NOTE: In progression children should begin with long rope (two people turning) and move to individual ropes.

Activities - Long Rope

Hold rope various heights from ground --students run and jump across rope.
Hold two ropes shoulder width apart and same height from the ground. Jumpers jump first rope, then second rope.
Same as 1 but one turner sends a "wave" along the rope in his right hand.
Same as 2 but each turner sends a "wave" along the rope. (Make it "wiggle" like a snake.)
Same as 1 but turners swing rope back and forth near ground. Each time all the jumpers complete trial, the rope is raised higher.
Build a house. Rope is held a few inches above the ground. Each time all the jumpers complete a trial, the rope is raised higher.
With arms stretched sideward, hold two ropes--the rope nearer the children is held low--the other rope is held higher. Students jump low rope and run under high rope.
Run through "revolving doors". (When rope is turned forward toward jumpers it is called front door. When it is turned backward away from jumpers it is called back door.)
.Run under rope -- front door.
.Run through front and back doors (when running through back door student just makes one jump.)

.Run in (front door) jump once -- run out.
.Increase to any number of jumps.
.Run in back door -- jump once -- run out
.Increase to any definite number of jumps.
.Run in front door -- jump on one foot.
.Run in front door -- jump on alternate feet.
.Increase to any definite number of jumps but progress toward one end of the rope, necessitating high jumps each time (climb ladder).
.Increase to any definite number of jumps but do 1/4, 1/2, 3/4, and full turns in the air on each jump.
.Run in -- jump 10 counts and run out on opposite side.
.Run in -- jump 10 counts and run out on same side entered from.
.Touch floor with hands on every other jump.
.Partners hold inside hands -- run in and jump 10 counts and run out on opposite side.
.Partners hold inside hands -- run in and jump 10 counts and run out on same side entered from.
.Partners run in, jump back to back and both "climb ladder".
.Partners facing while jumping, pass each other.
.Sparrow hop. Jump rope in deep knee bend position.
.Bucking Bronco. Position: On all fours -- hands clear rope first, then the feet as the bronco "bucks".
.Place hands on hips, raise one leg keeping knee straight and toe pointed, then jump on the other foot.
.Jump in air -- feet forward and touch toes with finger tips. (Pike.)
.Position: On all fours facing one turner -- jump on hands and feet.
.Forward roll over turning rope, then a backward roll over turning rope.
.Figure Eight: Students line up behind one turner. Students nearer rope runs in, jumps once, runs out.

Activities - Short Rope

.Turn rope forward -- jump on toes of both feet.
.Turn rope forward -- jump on right foot.
.Turn rope forward -- jump on left foot.
.Turn rope backward -- jump on both feet.
.Turn rope backward -- jump on right foot.
.Turn rope backward -- jump on left foot.
.Turn rope forward -- jump first on right foot, then on left.
.Turn rope backward -- jump first on right foot, then on left.

.Turn rope forward -- progress forward in a run.
.Turn rope backward -- progress backward in a run.
.Turn rope forward -- progress forward in a skip.
.Turn rope backward -- progress backward in a skip.
.Turn rope forward -- on the odd count, ordinary jump -- on the even count,,cross hands in front of body making a loop through which the child jumps.
.Turn rope forward -- hold one leg high -- knees straight -- toes pointed -- jump on other foot.
.Same as above, but throw raised leg forward on one jump and backward on the next jump.
.Turn rope forward -- jump with feet spread sideward.
.Turn rope forward -- jump with feet spread forward and backward.
.Turn rope forward -- rocker -- leap forward on one foot -- leap backward on to the other foot.

CIRCULAR ROPE

The Circular Rope will add variety and challenge to rope activities because it requires total class participation and group cooperation. A Circular Rope can be made by tying 10 to 15 individual nylon sash cord ropes into one circular rope or tie one long nylon rope into a circle. For the average group of 30 you would need a 30' diameter circular rope.

NOTE: Be sure ends are tied with a square knot or other secure knots so that knots will tighten not loosen.

OBJECTIVES THAT COULD BE ATTAINED USING CIRCULAR ROPE

a. Group coordination
b. Strength
c. Flexability
d. Teamwork

Activities[1]

Pull rope backward facing center from the outside.
Pull rope forward facing away from outside.
Push rope backward facing center from inside.
Push rope forward facing away from inside.
Feet stationary, lean back holding rope and sit down from outside.
Stretch rope tight and stand up by pulling on rope from outside.
Legs straight pull tight and overhead to slide under rope.

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[1]David Ingle, Instructor Elementary Physical Education, Berkeley County Schools, Martinsburg, West Virginia

Sit, legs straight, rope at knees, stretch tight and do situps.
Sit, hook rope with toes, legs straight and do situps flexing feet.
Sit, hoop rope with toes, legs straight and pull outward. - All pulls, etc. must be made by moving legs along the floor only.
Sit inside with rope at stomach and push outward.
Sit inside with rope at back and push outward.
Sit inside with rope at back of knee and extend leg outward (use both legs.)
Sit outside with rope at middle shin and flex leg toward you.
Lie on stomach, outside rope, one hand on rope other back and lift for 5 seconds.
Lie on stomach, outside rope, other hand and lift for 5 seconds (cannot move from stomach).
Lie on stomach, outside rope, lift with both arms straight for 5 seconds.
Game: Lie on stomach as above. Divide class in half and give a number to each so that 2 people have the same number. On signal of lift everyone lifts the rope as in the above for a count of 5 seconds while 2 people with the number called before the lift do a combat crawl under the rope. If the 2 don't cross the circle on or before the 5 second limit they are "dead" and must sit off to the side. The people around the circle lifting slap the rope down when they reach the count of 5 trying to trap any part of the crawlers. *Hint - very few will make it under alive so when the game reaches its final stages allow some of the "dead" people to be holders for the remaining ones.
Poison Rope - game - everyone stands up holding rope in hands. The object is to pass the rope right or left using the hands but not touching the knots used to secure the ropes. If a knot is touched the person touching it is "dead" and must sit on the inside of the circle. *Hint - increase and decrease speed and change direction often.
Count off by two's - on signal 1's lift up while 2's push down - alternate often. May use color system.
Stretch rope hold with left hand - walk around rope.
Stretch rope hold with right hand - walk around rope.
Stretch rope hold with left hand run around rope.
Alternate hands as above but hop, skip, jump, trot, duck walk, etc., around rope.
Stretch rope then put on floor - play music - while music is playing move (walk, run, etc.) on outside of rope and walk around - <u>no touching permitted ever</u>!
Do the above but use ball skills - bounce, foot dribble, toss up in air, etc.
All lie on stomach - count off by 3's or 4's. Everyone holds on to rope except the number called. When number

is called the people with that number perform a certain locomotor movement around the circle and over persons lying down and at the same time try to catch the person in front of them - use walk, run, hop, jump, etc.

Tightrope walk - rope is put on floor and everyone walks on the rope forward, backward, etc., if you fall off you are "dead" and must sit inside the circle.

HULA HOOPS

Hula Hoops offer a variety of motor experiences to children and are found in every home. Therefore, hoops can be brought in to the school by children and utilized in physical education. Hoops can be made or purchased commercially. Commercial hoops have the advantage of being available in many colors which appeals to children. Home made hoops to my best knowledge will only be black. However, learnings or outcomes will be the same.

HOMEMADE HOOPS

Purchase plastic pipe and couplers available at most builder supply stores. Pipe is sold by the foot but is cheaper if purchased by the roll. The pipe being light and flexible, can be cut to size by a sharp knife. The length of pipe should be approximately three times the diameter of the desired hoop. For a normal hoop of 30" in diameter, the pipe length should be 95"

After desired length of pipe is cut insert plastic coupler and push both ends over coupler. The Hula Hoop is now ready to use.

OBJECTIVES THAT COULD BE ATTAINED USING HULA HOOPS

a. Body and spatial awareness
b. Locomotor skills
c. Ability
d. Coordination

Activities

Walk, run, hop, jump etc. around the outside of the hoop.
Same as above but inside hoop.
Step, hop, jump etc. in and out of hoop.
Spin the hoop
Roll hoop forward and keep it moving
Roll hoop forward - run and catch it.
Roll hoop and go through it.
Roll hoop and run around it while it is moving.
Roll hoop slowly, quickly, etc.
Roll the hoop with different body parts.
Throw and catch the hoop.
Throw hoop so it comes down over your head without touching you.
Identify body parts
.Put your head, hands, feet etc. in hoop

.Place more than one part in hoop - hands and feet, head and knee etc.
.Move hoop around arm, wrist, neck, leg, waist, etc.
Walk a balance beam holding hoop.
Walk a balance beam rolling hoop.
Walk a balance beam throwing hoop in air.

NOTE: Many hula hoop games can be played as well as activities utilizing rhythm. Be creative and you and your children will be able to come up with many new and exciting ideas.

RING ACTIVITIES - (Olympet kit rings)

Many exciting class periods can be had when activities are developed for using the small colorful rings which can be obtained from Handy Manufacturing Co., 702 S. Third Ave., P. O. Box 130, Marshalltown, Iowa 50518.

OBJECTIVES THAT COULD BE ATTAINED FROM THE OLYMPET RINGS

a. Laterality and directionality
b. Space awareness
c. Ocular pursuit
d. Locomotor skill
e. Non-locomotor skill

Activities

Place ring overhead with hands at sides, shake down ring over body to floor.
Extend right hand, thread ring over hand and down the body.
Repeat with left arm.
Extend right leg and thread ring upward overhead.
Repeat with left leg.
Hold ring in two hands close to floor, jump into ring with both feet and thread over head.
Repeat all of the above in rapid succession.
Place ring over right ankle, balance with ring off floor for 10 seconds.
Repeat with left ankle.
Place ring over right ankle, toe pointing up, hands on hips. While balancing, twirl ring.
Repeat with left ankle.
Place ring over right ankle, balance, hop one complete circle.
Repeat with left ankle.
Use ring as you would a "hula hoop". Allow 30 seconds to one minute for attempt. (Due to smallness of ring, children will be unable to keep it up.)
Place right hand in ring, run around clockwise.
Place left hand in ring, run around counter-clockwise.

Place right foot in ring and shuffle clockwise.
Place left foot in ring and shuffle counter-clockwise.
Place right foot and right hand in ring and shuffle clockwise.

Activities - Ball and Ring

Hold ball in both hands, toes on back rim of ring
- .Bounce ball with two hands with rebound to knees
- .Repeat with rebound to waist.
- .Repeat with rebound to chest.
- .Repeat with rebound to shoulders.
- .Repeat with rebound to top of head.
- .Repeat with rebound overhead.

Hold ball in both hands, toes on back rim of ring.
- .Continuous dribble in center of ring with both hands.
- .Continuous dribble in center of ring with right hand.
- .Repeat above with left hand.
- .Continuous dribble alternating hands.

Standing inside of ring, dribble ball around outside with right hand.
Repeat with left hand.
Standing outside ring, dribble ball inside ring while walking around the outside to the right.
Repeat with left hand.
Standing outside ring, dribble ball inside ring while walking around the outside to the right.
Repeat to left.
Standing still behind ring, place ball on the floor and roll it around outside of ring.
Repeat around inside of ring.
Stand in center of floor. Dribble ball around ring, do not turn around.
Straddling ring, roll ball in a figure eight around legs.
Toss ball in air letting it bounce once in center of ring before catching.
Toss ball in air letting it bounce once in center of ring, turn around once before catching.

BIKE TIRES

Bike Tires can be obtained from bike dealers junk yards or from individuals when they are to be discarded. Even when purchased new, the cost is nominal when considering the years of use (bike tires are virtually indistructable) and the benefits children will derive from using them.

Bike tires are soft flexible and safe. Therefore, can be used for numerous activities. If you paint the tires with a paint suitable for rubber, young children will derive visual benefits and concepts as well as movement concepts.

OBJECTIVES THAT COULD BE ATTAINED USING BIKE TIRES

a. Locomotor skills - walking, jumping, hopping, etc.
b. Balance
c. Coordination
d. Agility
e. Flexibility
f. Space and body awareness

Activities

Move in and out of your tire
- .Slowly
- .Quickly
- .On one foot
- .On 3 parts of body

Move around your tire
- .Forward
- .Backward
- .Quickly
- .Slowly

Move around your tire
- .With 2 parts of your body in, 2 parts out
- .With 1 part in, and 3 parts out.

Hop in and out of your tire

Move through your tire without touching it with your hands. (Start with the tire flat on the floor or ground.)

Use the tire with a partner in a tug-of-war.

Have a tug-of-war
- .Using only your feet
- .Using only your hands

Form a zigzag pattern

O O O O O
O O O O O

- .Walk through the tires putting a foot in each tire.
- .Run through
- .Hop through

Put tires in a 1-2 pattern

O O O O
OOOOOO

Use the tires with music and movement.

AUTOMOBILE TIRES

Automobile tires offer different challenges than bike tires and should be considered as the next step in progression using tires. Automobile tires are larger and heavier, therefore, requiring more in the way of physical effort by children. Automobile tires can be obtained easily from junk yards. However, they will have one disadvantage, that of storage. Added benefit will be derived if tires are painted different colors.

OBJECTIVES THAT COULD BE OBTAINED USING AUTOMOBILE TIRES

a. Locomotor skills walking, running, jumping, hopping, etc.
b. Balance
c. Coordination
d. Agility
e. Flexibility
f. Non-locomotor skills - pushing, pulling, etc.

Activities

Walk, hop, skip, gallop or jump around the tires.
Step, jump, hop over, into and out of the tires. This should be done forward, backward and sideward.
Run and jump into the tire.
Walk, hop, jump, etc., on rim of tire.
Crawl through tire when on end.
Jump over tire when on end.
Play Tug-of-war, two students per tire.
Throw bean bags or balls through or into tire. (make up tossing games)
Roll the tire as you run, jump, hop, walk, etc.
Roll to partner (expand distances)

NOTE: Automobile tires can be used as floor and field boundry markers or as a base for volleyball standards. Creative teachers can also find many other excellent uses for automobile tires.

SAFETY: When using automobile tires with young children more caution should be used than with a bike tire. This is due to the size and weight of the automobile tire.

LUMI STICKS

Lumi sticks have been used in physical education classes for many years as a rhythm game without considering the sequential

preliminary activities that would insure success for all children. Lumi sticks, when used to develop individual skill and proficiency, can provide children with a wide range of challenging activities that will enhance coordination of children.

Rhythm sticks or 3/4" dowel sticks 12" long can be used in lieu of commercially purchased lumi sticks.

OBJECTIVES THAT COULD BE ATTAINED USING LUMI STICKS

a. Eye - hand coordination
b. Lateriality
c. Directionality
d. Body and space awareness
e. Balance
f. Coordination

Activities[2] - Using One Stick Only

Move stick around in circular motion using fingers. Now move stick in opposite direction. Exchange hands and perform the same tasks. (Try it holding stick vertically and then horizontally.)

Finger crawling up and down the tree. Hold stick vertically and move fingers up and down the stick. (Exchange hands and perform same task.)

Twirl like a baton - in front of body, to side, and above. Exchange hands and perform same tasks.

Spin stick on floor. Try both directions. (Perform task using other hand.)

Toss from hand to hand. (Try to track stick with eyes without moving head.) Lift stick up, release above head, and catch above head using same hand. (Perform same task using other hand.)

Flip stick in air turning it over one time only, and catch using the same hand. Use an easy toss. (Perform same task using other hand.)

Flip stick in air turning it over two times and catch using same hand. (Try using other hand.)

Hold stick in front of body at eye level (horizontally) with one hand at each end. Release and catch with one hand before it hits the floor. (Alternate hands when attempting to catch stick.)

Hold stick in front of body at eye level (horizontally) using just one hand. Release and catch with the same hand before stick hits the floor. To make it more challenging, student should attempt to catch it below waist level. (Try using other hand.)

Hold stick vertically in one hand with arm held straight above head. Release stick and reach across body with opposite hand and attempt to catch before it hits the

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[2] Adapted from material developed by Jack Capon, Supervisor Physical Education, Alameda Unified School District, Alameda, California

floor. (Reverse hands and try the same task.)
From sitting position, hold stick vertically, bounce on floor and catch. (Perform task using other hand.)
Pass stick around body exchanging hands. Quickly change directions on given signal.
Pass stick around the knees exchanging hands, Quickly change directions on given signal.
Pass stick in and out legs in a figure eight pattern. Quickly change directions on given signal.
Hold stick horizontally in front of body with one hand at each end. Quickly step over stick with each foot without releasing ends, and then reverse procedure by stepping back again to starting position.
Balance stick (horizontally) on four fingers, then three fingers, two fingers, and one finger. (Try opposite hand.)
Balance stick on other body parts. Start at top of head, then go to forehead, nose, chin, shoulder, knee, foot.
Balance stick (vertically) on palm, then on fingers. (Try other hand.)
Balance stick on various body parts and walk forward, backward, sideward, etc.
Leader taps out a sound pattern, and students attempt to repeat same pattern. (Good auditory training).
Student holds stick, taps end on floor, and flips in air one turn and catches stick using same hand. (Try using other hand). Progress to two taps and a flip, etc.
Student holds stick, taps end on floor, flips stick in air, catches it, and taps bottom end of stick on floor. (Try other hand.) Progress to two taps, etc.
Alternate hands performing items above - starting with word Student - using an easy toss when exchanging hands. Try to keep up a definite rhythmic beat.

STICK AND BALL TASKS

Pair off students and have them seated facing each other with legs extended and apart. Each set of partners should have one ball to use.

Activities - Stick and Ball

Students attempt to hit ball back and forth along the floor. (They start fairly close to each other.)
Students move further away from each other as skill is obtained.
Give each student a paper cup which becomes a target. Each partner attempts to hit ball with stick and knock over partner's cup.
In standing position each student attempts to hit ball with stick and keep it bouncing. (This is a more advanced skill task.)

ACTIVITIES USING TWO STICKS

Perform same tasks as listed for activities using only one stick, but have one rhythm stick in each hand. Both hands are now active at the same time which promotes bilaterality.

Activities

Hammer and Nail task - Hold one stick which is the hammer and the other stick which represents the nail. Use the hammer to hit the nail down through the hole formed by cupping the hand. (Try hammering with opposite hand.)
Perform the hammer and nail task with the eyes closed. (Tactile and kinesthetic senses now play primary role.)
Hold both sticks in front of body horizontally and hit ends together. Try alternating ends of sticks when hitting together. (palms down, palms up, etc.)
Perform task above with the eyes closed.
Pick one stick up and begin passing it around your body. Set it down in front of body and do same movement with other stick. See how fast you can perform task. Quickly change directions on a given signal.
Perform task above with the eyes closed.

STICK TAPPING TASKS

Activities

Leader taps out a sound pattern using both sticks at same time or alternating sticks. Students attempt to repeat same pattern.
Students tap sticks on floor (front), then click together. Pattern repeats continually with regular rhythmic beat.
Students tap sticks on floor (front), then click together, then flip over and catch sticks. Repetition of pattern continues in rhythmic beat.
Students tap sticks on floor (front), click together, flip over and catch, followed by tapping bottom ends of sticks down on floor. Cues are front, together, flip, down. Repetition of pattern continues in rhythmic beat.
Add side tap to pattern above. This is the same as a front tap except that arms go out to sides. Cues are front, together, flip, down, side.
Add cross tap to pattern in above. Forearms cross in front of body, tap sticks to floor.
For older students you can provide an additional challenge to pattern in above by adding a flip and catch with arms still in crossed position.

BALL HANDLING SKILLS (Playground type)

Many types of balls are being utilized in physical education programs. Some are not conducive to the age or level of children or the balls are not designed for use by young children. Basketballs for instance are too large and heavy and cheap plastic balls

or beach balls do not bounce correctly and cannot be controlled by the uncoordinated youngster.

My recommendation would be a good 7" or 8" playground ball or the 7" rhythm ball.

SOME HINTS FOR BALL HANDLING

a. The greater the distance the ball must travel the less the accuracy.
b. The smaller the target the harder it is to hit.
c. The faster the body is moving the harder it will be to control the ball.
d. Moving targets are harder to hit than permanent targets.
e. Adding implements such as racquets, and bats, increases the difficulty to control the ball.

OBJECTIVES THAT COULD BE ATTAINED USING PLAYGROUND BALLS

a. Eye-hand coordination
b. Eye-foot coordination
c. Spatial awareness
d. Laterality and directionality
e. Throwing and catching skills

Activities - Individual

Throw and catch (use high and low level)
.Clap hands before catching
.Stamp foot before catching
.Snap fingers before catching
.Turn around before catching
Let ball bounce then run under it.
.How many times before it gets too low
Bounce to self
.Both hands
.Dominant hand
.Non-dominant hand
.Alternate hands

Activities - Partners

Roll to partner
.Increase distance
Throw underhand to partner
.Increase distance
Throw overhand to partner
.Increase distance
Catch with two hands
Catch with one hand

Activities - Hitting and Kicking

Hit ball with hand
Hit ball with paddle or racquet

Kick ball
.Increase distance
.Increase accuracy

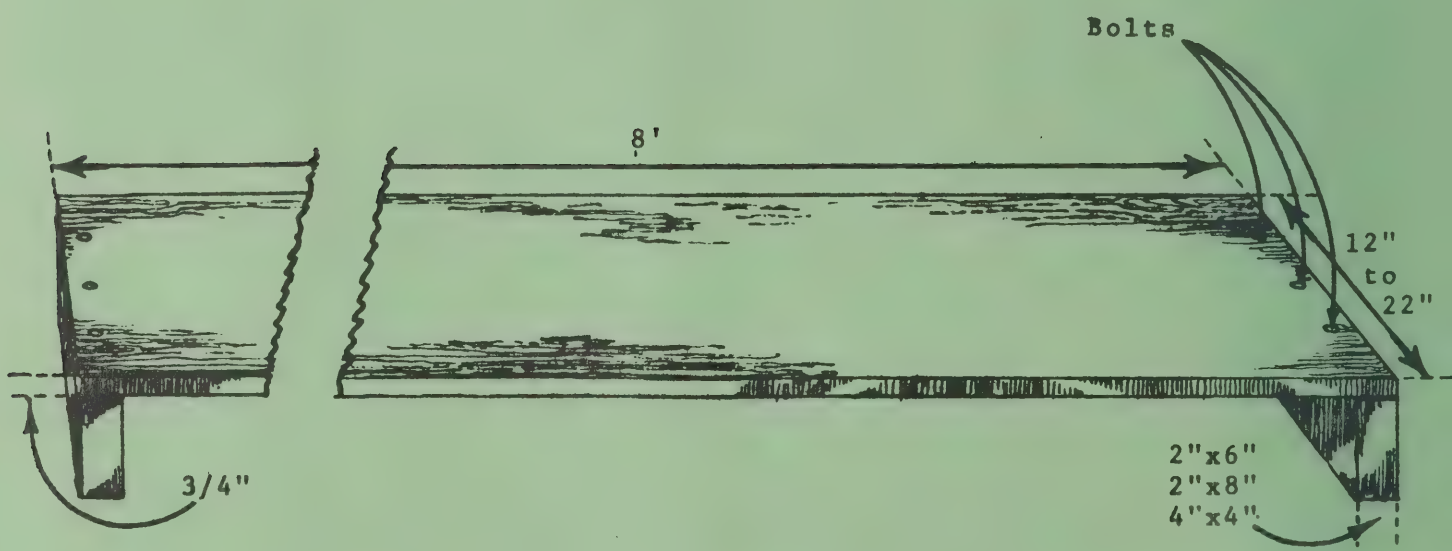
OTHER IDEAS YOU CAN MAKE AND USE

A. Bouncing Board

Materials needed:

a. An eight foot piece of 3/4 inch plywood strip from 12 to 22" wide.
b. Two blocks of wood either 2" x 6" or 2" x 8" if plywood strip is wider than 16" use two 4" x 4" blocks. The blocks of wood should be the same width as the plywood strip used.
c. Two or three carriage bolts for each end to be sure the ends are fastened securely. Carriage bolts should be recessed on top and bottom so that board will sit level and be a flat surface on the top.

NOTE: Be sure that the strip of plywood will not touch the floor as the child is jumping.

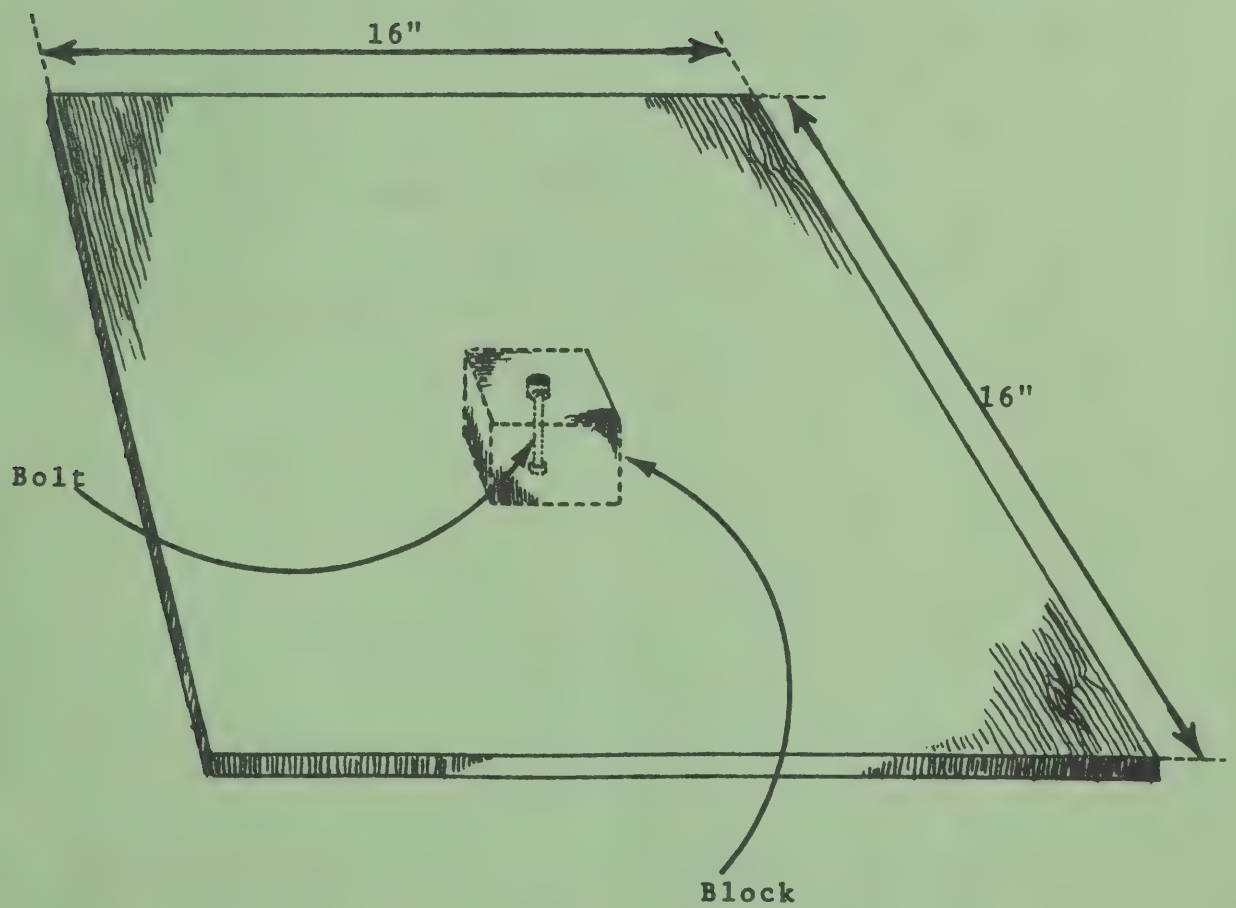


B. Balancing Board

Materials needed:

a. One 16" x 16" piece of 3/4" or 5/8 plywood. One inch for maximum strength.
b. One block of wood either 3" x 3", 4" x 4" or 5" x 5".
c. One carriage bolt placed in middle and recessed on top and bottom

NOTE: Make other balancing board with different size bottom blocks of wood.



CONCLUSION

Many teachers are not trained and/or do not have the ability to tell where children are in terms of physical skill. These teachers, in most instances, will not be presenting sequential skill development. Lesson planning will not be successful unless activities are presented not only at the success level but at the challenge level of children. Sometimes activities are too hard or advanced and sometimes the activities are too easy. Either way, the children will not benefit nor enjoy physical education.

Physical education must be planned and must be sequential and most of all physical education must be for children.

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RECOMMENDED RESOURCES FOR PERCEPTUAL MOTOR LEARNINGS DEVELOPED IN THIS PAPER.

Equipment

Equipment listed is by no means inclusive. The teacher may be able to use many items not listed to enhance the learning potential of children.

Playground balls 7" (one for each child)
Ropes 7', 8', 9' (one for each child)
Long rope 16" (2-4)
Circular rope 30' diameter (1-2)
Bean bags 4" x 4" (one for each child)
Yarnballs (one for each child)
Wands 36" (one for each child)
Play tubes (one for each child)
Vaulting box (1-2)
Mats 4' x 6' (4-6)
Parachute 30' diameter (1-2)
Bike tires (one for each child)
Hula hoops (one for each child)
Automobile tires (one for each two children)
Rhythm instruments (a variety)
Balance beams (4-6 2", 4", 6")
Traffic cones (8-10)
Marsden ball (Tracking ball) (2-4)
Gym Scooters (10-12)
Bleach bottle scoops (one for each child)
Bike inner tubes (one for each child)
Tractor tire innertube (1-2)
Cage ball (36") (1-2)
Coffee can lids (one for each child)
Coffee cans, milk cartons, bowling pins etc. (a variety)
Tug-of-war rope 50" (1-2)

Records

Getting to Know Myself
by Hap Palmer
AR543 Educational Activities

Modern Tunes for Rhythm and Instruments
by Hap Palmer
AR523 Educational Activities

Mod Marches
by Hap Palmer
AR527 Educational Activities

Movement is Fun
by Paul Smith
AR21 Educational Activities

3 0112 115509421

Get Fit While You Sit
by Ambrose Brazelton and Gabriel DeSantis
AR516 Educational Activities

Rhythms Today
by Edna Doll and Mary Nelson
Silver Burdett Co.
Morristown, New Jersey

Coordination Skills
by Hadge Hissam
KEA6050 Kimbo Records or Educational Activities

Jumpnastics
by Charles Corbin
KEA6000 Kimbo Records or Educational Activities

Sensori-motor Training In The Classroom
by Linda Williams and Donna Temple
AR532 Educational Activities

To Move Is To Be
by Jo Ann Seeker
KEA5010 Kimbo Records or Educational Activities

The Beat Goes On For Physical Education
by Ambrose Brazelton
KEA5010 Kimbo Records or Educational Activities

And The Beatles Go On For Physical Education
by Ambrose Brazelton
KEA8080 Kimbo Records or Educational Activities

Educational Activities
P. O. Box 392
Freeport, L. I., New York 11520

Kimbo Records
P. O. Box 248
Deal, New Jersey, 07723

FILMS

"Thinking, Moving and Learning"
Bradley Wright Films
309 North Duane Ave.
San Gabriel, California 91775

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SEQUENTIAL SKILL DEVELOPMENT IN EARLY PERCEPTUAL MOTOR LEARNINGS

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